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ABSTRACT

The paper describes possible approaches to career education in the social studies curriculum and suggests criteria for decision-making strategies and assessing readiness for change. The first section describes roles of career education in social studies which range from doing nothing to replacing the total present content with career education. The author points out that the integrated approach is the most advocated. In this case, career education is a component or emphasis rather than a course or department. The second section provides considerations for choosing to incorporate career education into the curriculum. Approaches to change are discussed in terms of voluntary and coerced. The conclusion is that since the National Council for the Social Studies promotes the use of the rational decision-making process, faculties should make their decisions about career education by employing this process. Career education could be considered as a complementary alternative within the social studies; as a fundamental part of the back-to-basics movement; and as a means of contributing to the survival of students, teachers, and the social studies. An approach to career education is suggested in which priorities would be taught until mastered. Teachers would teach thoroughly as many of the top priorities as possible, knowing that those they did not complete were lower and of less importance. The conclusion is that social studies should not try to meet all the goals of career education, but rather should utilize the strengths of the discipline. Also, if career education in the social studies is to be successful, personnel will have to desire the change, possess knowledge and skills of infusing, expend effort, and create an amenable environment. (KC)

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Roles of National Council for the Social Studies Members in Career Education

William S. Svoboda

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Introduction

The first major problem in formulating a document of this type is that there is no one clearly stated definition of career education. Each reader of this paper probably will interpret the term differently. Some visualize career education as consisting of all activities in which one learns about work. Others see it as increasing awareness of the self, careers, and education and how these need to be correlated when deciding one's careers. Others take a broader view and include categories such as "living" skills and "learning" skills in addition to "making a living" skills. A further complication is that individuals change their concepts and definitions.

This writer can only assume that readers of this paper will have some definition of career education and its purposes. Although they will vary in complexity and preciseness, readers must substitute their personal conceptions when general terms such as "career education goals, purposes, and rationale" are used. Those readers who are extremely vague about their concept of career education should first refer to Marland (1974) or other similar treatises expressly written to answer more foundational and philosophical questions.

A second major problem is writing about an organization as diverse as the National Council for the Social Studies. NCSS members are teachers, supervisors, and administrators who represent every academic level. They have different value systems, different experiences with social studies and career education and different philosophical outlooks to name only a few of the variables. Diversity is increased when state, district and school resources are measured and degrees of commitment are considered.

The third important consideration is that the National Council for the Social Studies has no power to mandate school policy or practice. Members are free to choose how they will accomplish their various roles. NCSS policy can suggest or take the form of a position statement, but there are no dictated or enforced rules which members must follow. This freedom to choose leads to the fourth basis for this document.

The final major consideration that guides the thrust of this paper is the traditional commitment of the NCSS to rational decision-making processes. NCSS literature has continually stressed the perfection of sets of skills called by such names as inquiry, reflective thinking, decision-making, scientific method and critical thinking. Admittedly, these skills are more easily found in the literature than in the classrooms, but the

commitment to rational thought as a means of choosing one's role in career education seems necessary. At the very least, it could be justified on the basis of "practicing what we preach."

Given the above considerations, this paper will attempt to describe a wide variety of roles in career education from among which NCSS members can choose, reject, combine or otherwise modify based on their unique situations. Since choices will need to be made, suggestions for criteria and decision-making strategies will be included. Other aspects of the paper will deal with assessing readiness to infuse career education and possible abuses and cautions that need to be recognized.

Many Possible Roles

"Career education in the social studies?" "What is career education?" "You expect me to teach career education when I'm lucky to get to Reconstruction?" "I've got enough problems now; I don't need more!" "I wouldn't know where to start." 'Do they cover career education in the text?" "I thought that was the counselors' job." "Career education sounds good but where do I start?" Questions and statements such as these are not uncommon. They indicate a natural discomfort and uneasiness with a different idea (be it a new idea or an idea differently

expressed) and how that idea will relate to the status quo. "How will this affect me?" "What can I do?" "What should I do?" In summary, the question seems to be "What is or should be my role(s)?"

NCSS members and other social studies educators have available a wide range of role options ranging from doing nothing to replacing the total present content with career education. Role options, then, can be viewed as stretching along a continuum with "doing nothing" at one extreme and "total career education" at the other.

Extreme Alternative Roles

The least likely option would be to completely replace existing social studies content with career education content. An example could involve a school system replacing history and social science courses with courses about vocations and careers. Career education proponents do not advocate this extreme. Social studies personnel have vested interests in existing social studies programs. Laws, tradition, lack of desire and lack of expertise are but a few of the reasons why this sort of radical revolution has little chance of occuring. Ken Hoyt in describing the "ideal high school" career education approach points out that:

> Whatever the approach, the visitor will still find students engaged in the study of mathematics, English, languages, physical education, fine and practical arts, social studies and the sciences, and all the other subjects available in the average high school. The classrooms and laboratories will appear much the same as they always have. (Hoyt et al., 1977).

Although the change is certainly advocated, total replacement of social studies offerings is not proposed.

The other extreme of doing nothing in career education is seldom advocated but is more likely to occur. The choice of adopting this option can result from several motivations such as career education being a "red flag" word, unbending traditionalism, laziness, poorly designed programs, lack of expertise, and few or poor materials. It is hoped that the lack of commitment to career education would be based on a rational consideration. Doing nothing would seem at best to be valid while gathering data prior to decision-making. However, an alternative approach would be to experimentally pilot some aspect of career education. It would seem difficult to support a permanent denial of the career education approach without having had some direct experience with it.

Moderate Alternative Roles

Career education projects have produced a vast quantity of materials, plans, and ideas. Many of these teaching tools are designed for use in the social studies. One alternative open to social studies personnel is to simply become familiar with these materials, evaluate them and use those which seem to "fit." Although this obviously does not promote an articulated career education curriculum, using these materials can promote some aspects of an ideal program. Even if the materials were chosen for non-career education reasons, they would, at least in part, be promoting career education objectives. For example, many lessons designed with career education monies are aimed at teaching decision-making skills. Using lessons from the NCSS developed Career Education Handbook could be another example of the use of this option.

A second "moderate" alternative open to those involved in social studies might be called the "separate but equal" approach. This would seem especially appropriate for those who are committed to career education but haven't yet found comfortable means of making it part of the ongoing curriculum.

Part of the curriculum could be devoted to social studies while another part is career education oriented.

There probably would be little if any atempt to integrate the two. A classroom situation, for example, might find students researching different interpretations of democracy for part of the period and then having a desired life-style inventory for the rest of the time. It would be as if two separate courses were being taught.

Although this approach would doubtless result in more separation than equality, it is an alternative that could achieve at least some career education goals. It also can be viewed as an interim step just prior to a more integrated approach. The reader might wish to compare the "separate but equal" approach to career education with the earlier doctrine using the same name as it was applied to racial/ethnic groups. The comparison of application and consequences might lead to some interesting hypotheses about the probable effectiveness of this approach to career education.

Most Advocated Alternative Roles

Advocates of career education have proposed for some time that the ultimate approach is integrative in nature. Indicative of this is Hoyt's (1977) statement that, "Career education is an activity, a component, an emphasis; it is not a course or a department or something in which a student accumulates credits." Implicit in

his description of the ideal high school approach is the assumption that the most desirable career education practices would result from a "natural" infusion of career education and a subject.

This natural infusion seems to have as a prerequisite a social studies professional who is committed to a reasonably clear concept of career education. Understanding a set of career education goals, concepts and skills then allows the social studies teacher to combine, correlate, or integrate those ideas into a "normal" class. For example, it would be "natural' for a history teacher to have students study the vocations and avocations of different historical periods. However, rather than list or memorize these types of work, students might view them as a means of fulfilling human needs. Some teachers might want to plan the lesson one step further and design lessons for students to analyze their own wants and needs or even investigate possible vocations or avocations that might help fulfill these desires and needs. This type of "natural" infusion of the career education goals of self-awareness and career-awareness into a history lesson would ideally occur as standard operating procedure throughout social studies classes.

This would not mean that every social studies lesson would contain some sort of career education "moral." The

career education would be introduced when and where it fits. Note that this approach essentially infuses career education into the existing social studies program. This process is far different from the curriculum development strategy of first formulating objectives and then deliberately choosing only that content which will achieve those objectives. The latter approach, if strictly applied, could have a much more drastic effect on traditional content than would the infusion approach.

Although the infusion approach is applicable to roles of administrators and supervisors, the examples above were aimed at teachers in the classroom. Another integrative function, but primarily appropriate for those responsible for policy and executive functions, involves long range concerns. Much of the money that has initially supported career education has come from non-local sources. This "soft money" will be withdrawn eventually. Many educational agencies and projects have already experienced a reduction of outside funding. In all too many cases, the withdrawal of outside funding to career education programs causes their complete or near complete demise. This would seem to indicate the need for a role which encourages the adoption of successful combinations of career education and social studies into the regular school program.

If career education and social studies are successfully integrated, these programs should be perpetuated. That perpetuation cannot be built on soft money. Administrators and supervisors will probably be given responsibility for establishing proven programs into the formalized structure of the school. This can be accomplished by incorporating successful programs into normal school entities such as assessment criteria, textbook selection criteria, in-service training, board policy as a "basic," operating budget, and philosophy and goal statements. Without these types of provisions for long term survival, the best of programs can eventually fade away as money no longer is available to hire extra faculty and staff, facilities are turned back to original purposes and materials can no longer be easily purchased or produced.

In summary, there are many roles from among which NCSS members can choose. Some of these roles were described. There are undoubtedly others as well as many combinations of roles. The infinite number of choices between "I won't do anything" and "I'll do it all" can be viewed as both a challenge and a frustration. The next section will describe some criteria and procedures which social studies personnel might utilize in determining their degree of commitment to career education.

Considerations for Choosing Roles

Basic Approaches to Change

Most role options available to social studies personnel for incorporating career education involve some type of change. This and a later view of change can be utilized by those trying to initiate changes as well as those who will have to implement the changes. For instance, those who want to promote career education in the social studies can choose an approach or combination of approaches that are best suited for their particular situations. Just as importantly, the people who have to implement career education should be aware of the persuasion tactics being used to gain their support. Change can be promoted by seeking voluntary commitments as a result of either objective consideration or biased persuasive techniques. A third way used to promote change is through coercion or by mandate.

A choice to incorporate career education into the social studies is probably best when it is voluntary and based on a considered commitment. That is, a person should base a choice on a consideration of all available data. The liabilities as well as assets should be brought into the open and objectively evaluated. Social studies personnel should be aware of shortcomings and problems in various approaches to career education. This can aid

not only the making of a more rational decision but it also can aid in a more realistic implementation. A voluntary commitment rather than a coerced one should insure a higher probability of success because the motivation would be intrinsic rather than purely extrinsic.

This "voluntary/considered" approach can be contrasted to two other frequently used ways of seeking commitment to something new. One of these approaches might be called "voluntary/induced." This involves the proponents of a change in the propaganda techniuqe of card-stacking. For example, only the assets of career education would be made available. Sometimes deliberately but more often from genuine zeal, a proponent will neglect to indicate liabilities. They may "sell" career education so well that others will voluntarily attempt to implement it.

However, those who have "bought" have done so on a basis of insufficient evidence. The contrast between the positives they heard prior to commitment and the negatives of the real world of implementation is intensified. Desire and effort can quickly wane when one feels, perhaps rightly so, that they have been duped.

The third common way to get someone to change can be called the "dictated/coercive" approach. This occurs when the threat of the use of real or implied power is

used in order to motivate action. For example, a principal could mandate that certain concepts of career education would be taught in social studies classes. The use of real or implied power would vary with the situation but could be anything from the reality of a poor yearly evaluation to the implied threat of falling out of general favor with the administration. Although this approach seems to be a quick and easy way to bring about change one should be cautioned that it is based on only extrinsic motivation. This often produces paper or form changes for the benefit of the dictator but few if any substantive changes for the benefit of the students. Much creative energy often goes toward satisfying the dictator when the dictator is present but it is "business as usual" when the dictator is absent.

A traditional philosophy of the National Council for the Social Studies has been to promote the use of rational decision-making processes. The practice of this philosophy and the necessary skills should be an integral part of choosing the degree to which faculties will incorporate career education into their areas of social studies. Consistent with this position would be a commitment to the "voluntary/considered" rather than the "voluntary/induced" or "dictated/coercive" approaches to promoting change. Thus it would be as inconsistent to accept

career education on the basis of less than a deliberately objective appraisal as it would be to reject it without adequate evidence.

Career Education is One Alternative

Even though this monograph is about career education and the social studies, this combination is not the only means for determining the usefulness of content. Viable curriculum strategies other than career education exist. Although career education can represent valuable and worthy concepts and skills, the objective analysis of one's role must allow for the consideration of more than one alternative. Curriculum bases such as student interests, basic needs, social problems, Renaissance-type models, survival strategies and the structure of the social studies disciplines can be viewed as competing and/or complimentary alternatives. Perhaps an attitude of "and-also" is more appropriate than of "either-or."

Back to the Basics?

The consideration of career education can be viewed as an aspect of the "back to the basics" movement. Few, if any, would disagree with the traditional reading, 'riting and 'rithmetic being some of the basics. Few would disagree with the idea that schools should periodically access what is basic, important and needed. Many feel

that career education is, if not the basic, at least one of the basics. They feel that we should go forward to these reevaluated basics rather than back to the 3R's.

Career education is often proposed as a set of ways to increase fulfillment of a large part of the basic human needs. Awareness activities help separate real needs from mere wants. Goals and means are constant considerations. Other concepts such as vocations, avocations, careers, work, and role organization are not only key terms in career education (Super, 1979) but also basic to everyday living.

Whatever one determines his or her role to be, it would be strengthened if career education were viewed as a fundamental rather than as a frill. Many social studies teachers who have trouble justifying their teaching content in terms of relevancy today might find both an increased validity of content and clarity of goals if they were to incorporate career education into their classes. This might, in turn, tap a source of energy that only is activated when purposes are clear and defensible.

Survival Strategies

Another way to consider career education is by viewing it as a means of contributing to the survival of students, teachers, and the social studies.

Students are the reason for career education and the promotion of their welfare is expressed in many ways. School subjects should be more relevant if content is selected on the basis of career education objectives such as self-awareness, career-awareness, educational-awareness, and decision-making skills. Schools might become a more practical, meaningful, daily experience. Students' days in school might be more devoted to learning the survival strategies needed for coping with life rather than just surviving what many consider to be a generally boring existence. Another obvious dividend from some investment in career education should come as a greater number of young people seek and gain employment in positions which more closely coordinate with wants and needs. Career educated people should be happier with their jobs and themselves. Benefits to individuals, industry, and society should be realized. The benefits to students have already been expounded upon in nearly every career education article or speech.* Much less has been said of possible benefits to teachers.

* It must be noted, however, that little has been documented through research.

If the theory of career education is valid, teaching should be easier and more enjoyable. If students see their schoolwork as being related to them at the time they contact it, teachers will be plagued by fewer problems. Classroom management should be easier. There should be less vandalism and truancy. Teachers need not experience the anguish of Sunday night and the dread of five more days until the weekend reprieve. The endemic boredom that characterizes so many social studies classrooms breeds failure--maximizing teacher failure and student failure. Teachers have no insurance against the kinds of mental illness brought on by continual failure. Career education can provide a kind of survival strategy that can lead to teachers being more successful thereby increasing their self-esteem, self-confidence, and satisfaction.

Perhaps the least obvious and most crucial aspect of survival and career education has to do with the content area we call social studies. Many of us in the social studies have been watching the decrease in our disciplines. Elementary school personnel have responded to recent criticism by spending more time on the basics but very often at the expense of the social studies. High school personnel have often done the same. Other

situations such as legislated mandates, using social studies classes to complete a teacher's load, and priority given to coaching and other extra curricular responsibilities jeopardize our field of teaching. Other examples such as the decline in history enrollments in liberal arts colleges being at least partly due to their competition with the social sciences and the increased specialization in history show that the problems are not restricted to the public schools (Hickman, 1979). Somehow the content of the social studies must be used to benefit people. Lynd's (1939) question, "Knowledge for What?" still has not been adequately answered by the schools in general and the social studies in particular.

Social studies represent a large amount of knowledge. Knowledge is being refined in history and the social sciences but schools continue to teach basically the same traditional content. We have added to the quantity of knowledge but the standard joke in high school history classes is still that "we didn't get past the Civil War." In social sciences the content has remained relatively static while major changes focus on techniques. We seem mesmerized by new ways of teaching the "same old stuff." We change the form but the major substance of our social studies programs is still usually chronologically descriptive history. Social science curricula are too

often the texts to be read. Reading frequently is done without discrimination among the data presented. Page 16 is treated as if it were as important as page 175 or any other page.

Career education might be the structure which could serve as a screening mechanism for determining relevance in the social studies. One could summarize from books like Marland's (1974) Career Education, that career education has at least four main thrusts that tend to be common to most definitions. These could be categorized as self-awareness, career-awareness, educational-awareness and decision-making. Curriculum developers in the social studies could use these four criteria to guide selection of content. If certain content proves to be helpful in aiding young people to increase their self-awareness by better understanding their personal qualities such as strengths, weaknesses, values, aspirations and needs, it would become part of the social studies program. Content that would help expand student awareness of the many career phases of both paid and unpaid work would be accepted as social studies as would anything that increased students' awareness of the educational realities of preparing for a chosen career. Of course, any skill development in decision-making would become a part of the social studies program. Although the above plan would be

criticized by some for being too narrow to be a complete strategy and by others whose vested interests its application would affect, it nevertheless provides an example of how some criteria from career education could give direction in developing future social studies content. If we were to apply these criteria to present social studies content, it would seem to indicate strength in the areas of self-awareness and decision-making. This screening process could select out the strengths of existing social studies content which then would be emphasized in the classroom.

Discussions of curriculum development such as these need to be tempered with a strong word of caution. Any decision to integrate career education with a social studies program risks the problem of adding content without eliminating any. If content is only added, teachers find themselves trying to squeeze infinite amounts of data into a finite amount of time. Unless one ascribes to the idea of teaching less about more, some method of prioritizing content is necessary. The following curriculum strategy will be explained as a means of sorting out the high priority content and lessening the possibility that low priority content will be taught.

Priority planning could be done by the individual social studies teacher, a team, or a department. The

first step would be to make available all the alternatives the teachers can teach. This preferably would be listed in the form of concepts and skills. The next step would be the establishment of criteria for determining priorities. Some of these judgmental criteria could include specific career education considerations in addition to those such as are found in the revised NCSS Curriculum Guidelines. Application of the criteria would result in a list of prioritized social studies concepts and skills.

Using a priority approach for implementation would simply involve the teaching of each priority until that skill or concept was mastered. That is, priority one would be the teaching objective until it was achieved. Then the second priority would become the objective until achieved. This would continue throughout the course. Emphasis would not be on time. Teachers would teach thoroughly as many of the top priorities as possible knowing that those they did not complete were lower priorities and of less importance. New content would have to be fitted into the priority list. Those content items above it would be unaffected but all lower priority content would be moved down one step and be less likely to be included in all but the "fastest" classes (Svoboda, 1970). A deliberate priority approach similar to the one above incorporating career education criteria may

provide a means of breathing new energy into stagnant social studies programs.

Concentrate on What Social Studies Does Best

Closely related to prioritizing is the consideration that social studies personnel not try to do everything in career education but to utilize existing strengths to their best advantage. Just as students in a career education program should have a more realistic idea of strengths and weaknesses, so should social studies personnel assess their particular assets and liabilities before infusing career education. At least early attempts to incorporate career education should be based on existing strengths and "natural" compatibility. In an earlier example, "self-awareness" and "decision-making" seemed to be natural strengths of the social studies in career education. Career-awareness and education-awareness can be "worked into" social studies via springboards but this will entail a more major change on the part of social studies personnel.

Another example might use the State of Arizona's three "learnings" approach to career education. This involves the broad areas of "learning to live," "learning to learn," and "learning to make a living." History and especially the social sciences can contribute to each of

these areas. History might be utilized as a way of becoming more familiar with and analyzing different life styles and exploring various alternative aspects of living. "Learning to live" with oneself as well as with others is a major goal of the social sciences.

If the many skills employed by professional historians and social scientists were taught and practiced, great strides could be made in the "learning to learn" area. If we seriously taught already known research, inquiry, decision-making and other social studies skills, students could gain self-reliance and increased independence of knowledge acquisition. Social studies has the tools for building these skills; the problem is in the inability or reluctance to use them to their fullest.

"Learning to make a living" seems to be less directly applicable to the social studies. This represents career education in its narrowest sense of acquiring and maintaining a job. Even here social studies can help but the involvement has to be more selective. For example, social studies does not have great strength in developing job entry skills other than those involving social proficiency. Social studies classes may be excellent atmospheres for questioning the status given to different vocations but not appropriate places from which to conduct job "shadowing" activities. Although social studies

classes seem inappropriate for analysis of specific career ladders, they do seem appropriate for analysis of such related questions as "What is advancement?" "Should one always want to advance?" "Does advancement always bring happiness?"

The point is that the social studies can contribute to the narrower goal interpretation of career education but it will be more difficult. Key concepts and skills such as first impressions, opportunity cost, human relations, supply and demand, happiness, rationalizing, mental health, human needs as opposed to wants, budgeting, change, and future perspectives must be selectively chosen and applied to the vocational goals. All but the most traditional social studies teachers should be able to isolate relevant concepts like those above.

The largest difficulty seems to be the need for developing lessons which stress present and future vocational applications. For example, a historical study of industrialization could lead to developing concepts such as capital investment and opportunity costs. These ideas could then be applied not only to modern industry or the stock market, but also could be compared to investments in educational prerequisites to vocations. The key to this technique is the processing following

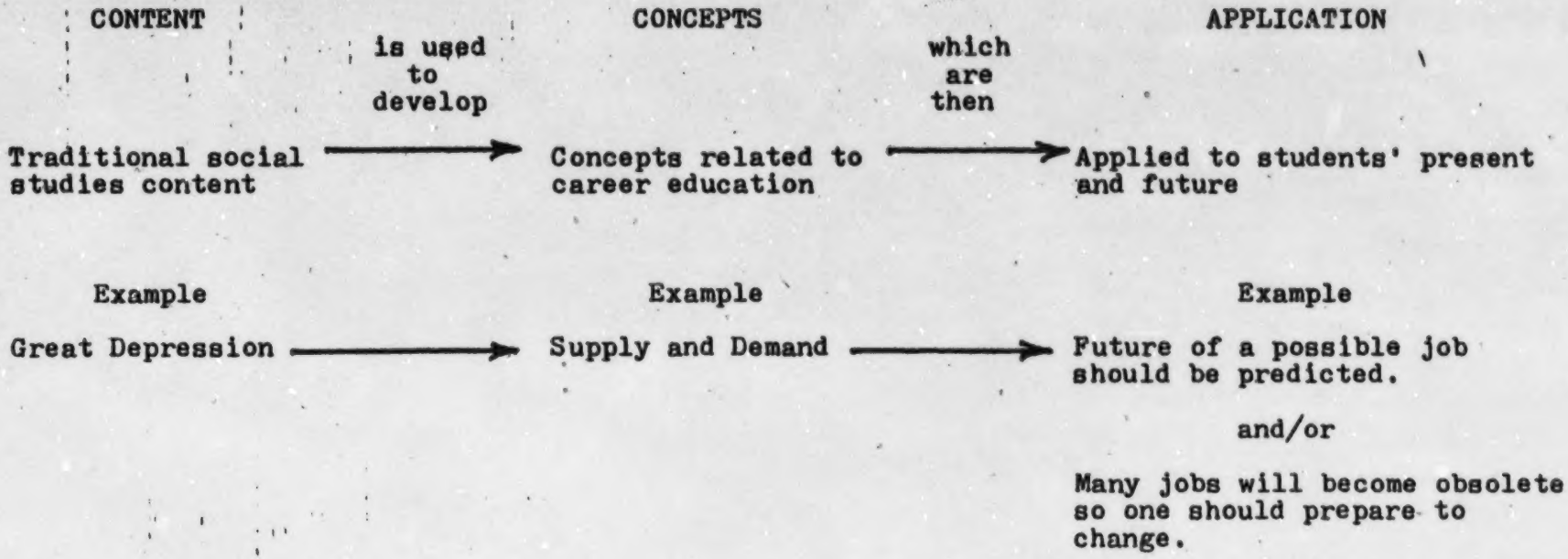
concept development or skill mastery where their applications are explored in relation to the students' now. The general flow of this technique, which is similar to the "springboard approach" by Hunt and Metcalf (1968) is represented in Figure 1.

In summary, the social studies is rich in content to apply to career education. Some of the knowledge is obviously applicable as in the case of decision-making skills. Other data will need to be developed into concepts which can then be applied to the present and future. Incorporating career education into the social studies should begin by using the inherent strengths. Social studies cannot meet all of the goals of career education and should not attempt to do so. Finally, a switch in emphasis from a description to an application mode should benefit ourselves and our disciplines as well as our students.

Assessing Readiness to Infuse Career Education into Social Studies

If teachers seriously attempt the incorporation of career education into the social studies, they will need to make some changes in their teaching patterns. School administrators should allow for the fact that changes are often difficult and traumatic experiences for those who

FIGURE 1


CONTENT
is used to develop
CONCEPTS
which are then
APPLICATION
Traditional social studies content
Concepts related to career education
Applied to students' present and future
Example
Example
Example
Great Depression
Supply and Demand
Future of a possible job should be predicted.
and/or
Many jobs will become obsolete so one should prepare to change.

must implement them. Understanding the concept of change can help in developing strategies for data gathering, persuasion, timing, logistics, etc. Being aware of some factors that are necessary for change to occur can further aid in this planning.

Factors necessary for change can be divided into four main categories consisting of: 1) a desire to change, 2) the knowledge for change, 3) the expenditure of effort to change, and 4) an environment that allows for change. Social studies personnel contemplating the incorporation of career edcuation might use these four factors to assess their own readiness and/or the readiness of those who need to implement the program. The factors are very interrelated and the absence of any one can have detrimental effects on the success of a change.

Desire to change. People do not involuntarily change unless they have a desire to do so. Involuntary change (going from the third to the first floor because you accidently stepped into the elevator shaft) is quite different from voluntary change (using the stairs to go from the third to the first floor because being on the first floor is necessary to get to your car to fulfill your desire to get home.) Similarly, social studies teachers must have the desire to infuse career education into their classes. This desire will usually come from

a dissatisfaction with the status quo Awareness that present content cannot be defended, that students are bored and that discipline problems are increasing are all examples of unsatisfactory status quos.

If the status quo is to be escaped, there should be a better place to go. One should escape to something; not just from something or the "out of the frying pan and into the fire" analogy might apply. Career education provides the dissatisfied social studies person with a place to escape to. The point here is that the change must be wanted by the person who is to do the changing. This desire to change needs to be relatively strong to sustain the effort needed to implement the change. Desire to make things better is a necessary motivating force if change is going to occur voluntarily.

Knowledge for change. Many innovations have been initiated with a burst of enthusiasm that quickly dissipated with the reality of implementing the changes. This can be the result of inadequate knowledge of the change and processes to implement it. It is one thing to desire to become richer but quite another to gain the knowledge to do so. The social studies teacher desiring to incorporate career education needs to ask some very basic questions concerning definitions of general purposes, clarity of specific goals, understanding of

content interrelationships and techniques of implementation. The same type questions need to be asked by those who propose that others do the implementation. Whoever does the implementation has to have the knowledge. If it is determined that sufficient knowledge has not been attained, attempts at combining career education into the social studies might best be postponed until the knowledge is gained.

Effort to change. Even if desire and knowledge are present, change cannot occur unless someone expends effort. If teachers want to infuse career education into their social studies classes, they will have to expend effort to develop a rationale for this enterprise, to obtain plans and materials, to schedule, etc. Administrative personnel must remember that it is easy to advocate a change when not being directly responsible to expend the effort to implement that change. The person or persons implementing the change will need to expend the effort.

Note that effort is closely tied to desire. The stronger the desire to change, the more likely that effort will be expended. However, a series of failures, often due to insufficient knowledge, could decrease desire, which then could decrease effort and initiate a cycle of failure. The opposite of this vicious circle can occur

when success can increase effort which leads to increased success.

Environment must allow for changes. Even though people have the desire to change, the knowledge to change, and are willing to expend the effort to change, the change can be thwarted by other factors. Factors such as time, money, official approval, community sanctions, facilities, and tradition can be strong influences on whether a change can be implemented. A staff could want, understand and be quite willing to expend effort to infuse career education into the social studies, but a school board that doesn't see beyond the 3 R's could withhold official approval. A newly adopted accountability scheme that does not incorporate career education objectives or include career education test items could insure failure. A community that sees career education as only being a way to train youngsters to be "good, obedient workers for the military-industrial complex" can also doom a program to failure.

The school and especially the social studies teacher operate in a highly complex environment. Before undertaking a change a deliberate, objective assessment of this environment should be made. If there are factors that are detrimental to the change, the change needs to either

be cancelled or postponed until the hindrances are alleviated. Sometimes the wisest move is not to move until a major blockage can be removed. Forcing change in the face of strong resistance can be permanently devisive at worst and Quixotic at best. Those trained in the social studies, of all people, should not get caught in this situation.

If incorporation of career education into the social studies is to be successful, social studies personnel will have to desire this infusion as a viable change. They will have to possess knowledge and skills of infusing. Effort will have to be expended or the theory will never become practice. Finally, the environment in which this change is to take place must be amenable.

IN CONCLUSION

Career education is not a bandwagon on which social studies teachers should naively jump. Neither should it be ignored as another fad. Those involved in social studies, whether members of NCSS or not, should objectively analyze career education as a possible aspect of their programs. There are many roles to choose from and many considerations to be made. Roles can range from doing nothing to major infusions of career education into social

studies classrooms.

The key justification for career education is that its infusion should increase relevancy. This quest for relevancy represents an opportunity that those of us in the social studies must pursue for the benefit of our students, our discipline, and ourselves.

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